

The Church School Teacher

Time XXII

May 1953

Number 5



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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE
CHURCH SCHOOL
TEACHER

VOL. XXII No. 5

MAY 1953

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COVER:

*"Week Day Church
School" by Bruce Sifford,
Augustana Audio Visual
Service.*

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The Church School Teacher

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Just a Few Words

By THE EDITOR

LAST month it was Weekday Church school with emphasis on *released time*. This month we continue the weekday emphasis with a look at *Vacation Church school*.

That is being true to the purpose of this magazine. As its title implies it is devoted to Church School teachers—all of them. Vacation Church school teachers belong to that circle. How they belong! And what opportunities are theirs.

There are many opinions concerning Vacation Church school. Some think one week is enough. Others believe three weeks is the minimum. And I am acquainted with one person who is convinced that the school should run all summer. I have not met anyone who thinks V. C. S. is a waste of time.

Possibilities Untapped

Really, VCS possibilities have not yet been tapped. The proponent for a summer long school

has sensed that more than most folks. We have not tapped the *time* possibilities. We have not tapped the *teaching* opportunities. VCS lends itself to the happy informal kind of teaching that motivates children and adults to *learn*. We have not tapped the *scope* possibilities. VCS should not be limited to children. It can well be the summer *school of life* and include courses for persons of all ages. There are persons in the congregation who own power tools which they would share. There are master carpenters who could teach their use. There are craftsmen in many fields who would be glad to share their knowledge. VCS for adults is the opportunity for such sharing. And all of it could be knit and joined by the study of the Word.

Imagination

Like all educational activities, VCS takes imagination, planning, and hard work. *Preparation* is the

key. The May issue is presented as a resource to make it possible for you to use the key.

As you page through this issue you will notice that most of the articles take the general pattern of *before, during* and *after*. That means *before* Vacation school begins, *during* the time school is in session, and *after* the church has been put back in its original state. Some say, of course, that no church is ever the same after having gone through the annual Vacation Church school. And, that is as it should be, I guess. Be that as it may, our point in the chronological pattern is to try to be as specific and as practical as possible.

I will take that pattern for the remainder of this column and outline some general suggestions. The articles which follow will fill in the details.

Before the School

Plan early

Decide on the:

Type of school (congregation, interchurch etc.)

Locations and physical set-up

Dates and hours

Method of financing

Call the staff and provide training.

Select the curriculum.

Help the leaders make plans for teaching and administration.

Procure needed materials.

Promote the school throughout the church and community circles.

Enroll the pupils and make necessary provision for their transportation, grade placement, and other needs.

During the School

Have a good time

Work for good relationships among children and leaders so that the "climate" may be conducive to Christian growth.

Use every opportunity for planning and participation by the children themselves.

Follow planned schedules which are necessary in consideration of others, but be alert to incidents and circumstances which should modify the program.

Keep in touch with the children and their families.

Consider the success of the school the responsibility of the entire congregation and community.

Hold regular staff meetings for evaluation and continuous planning.

Keep necessary records.

Enjoy the boys and girls.

After the School

Contact prospective church school enrollees and church members.

Make use of newly-discovered leadership in the ongoing program of the church.
File reports and records.

Sort and store leftover materials and supplies.
Return unused textbooks.
Begin plans for next year's school.

"It Works"

By CARL W. SODERGREN

OF COURSE it is a great source of satisfaction to be able to say "it works" and "I told you so." In the 1952, October issue appeared an article which I wrote entitled "The Word of Life in Living Language," telling the story of the new Revised Standard Version of the Bible. Among other things, I indicated that one of the problems would be to secure these Bibles for use in Sunday School and Church. At that time I suggested the following: "Different organizations may be willing to purchase a few copies. An announcement addressed to the Church may enlist individuals who will be willing to supply a copy for Church and Sunday School use."

After reading the article which I had written, it occurred to me that it also might apply in our own Church and I proceeded on these suggestions. Now I am pleased to report that it works and we have fifty copies of the Revised Standard Version Bible for use in parish education. Two organizations supplied ten copies each and another six copies. Individuals supplied additional ones until it was necessary for me to say that we had all that we could use at the present time. Of course I am very pleased because our new generation can now be schooled in this Version.

I am glad to have a chance to say that "it works" and I hope it will be an added encouragement for others to try it out.

"The Church Council should organize and plan the Vacation Church School"

Who is Responsible for V. C. S.

THE PRIMARY responsibility for the Vacation School belongs to the congregation. In the interest of order and efficiency, the congregation delegates the general administration of the school to the church council (board of deacons) and the pastor. Thus, congregation, church council and pastor all have definite responsibilities.

The major responsibilities of each are outlined below and are divided chronologically—*before the school starts, during the time the school is in session, and after the school ends.*

I. THE CONGREGATIONS RESPONSIBILITY

Before

The congregation should be informed about the school long before it begins and should be kept informed about its development. As a group and as individuals the congregation should pray for the school's pupils, teachers, and other workers.

The Vacation Church School belongs to the congregation. The members should be willing to help in its financial support as well as take part in its staff.

During

The congregation should continue to pray for the school. It should continue its faithful help. It should make special effort to encourage the children and the workers by showing active interest.

After

In order to do their work in Vacation Church School, the directors, teachers and other workers have had to sacrifice just about every other activity during the term of the school. Let the congregation show its appreciation.

As a result of the school there will be a valuable follow-up program. (See the discussion in this article under "Church Council Responsibilities."). The congregation should join in this follow-up program.

II. THE PASTOR'S RESPONSIBILITY

Before

The pastor serves as advisor to the director and to all the committees. He helps to enlist, train and install the staff.

He interprets the place of Vacation Church School to the congregation and to the community through his sermons and his writings. He helps promote the school.

During

The pastor serves as resource person and advisor to the director and the staff. He becomes acquainted with the pupils during the school and makes contact with new families enrolled in the school.

After

The pastor supervises the congregation's program of followup. (see below)

III. THE CHURCH COUNCIL'S RESPONSIBILITY

The constitution of the congregation places the responsibility upon the church council (board of deacons) for the Christian nurture of its members. Therefore the church council should organize and plan the Vacation Church School. To do this some councils find it

best to appoint a Christian Education Committee to head up its entire Christian education program and to give this committee the Vacation Church School as part of its responsibility. Some church councils appoint a special Vacation Church School committee.

Before

The Church Council should inform the congregation about the Vacation Church School and interpret its purpose. Some special presentations or talks to the congregation by the members of the council could be effective.

The council should select and call a Vacation Church School director and work closely with this person in planning the school.

The council should determine what kind of school is to be held. For example, should the school be a co-operative school with other Lutheran churches, should it be a co-operative school with other denominations, or should it be operated by the congregation alone? It should also determine:

Location—rooms, equipment and play area.

Dates—these should be cleared with the church and community calendar.

Length of daily sessions.

The method of financing the school. It should set up an adequate budget for the director and give the director authorization for purchasing the necessary materials.

Other responsibilities include the following:

Select the curriculum.

Call the teaching and administration staff two months prior to the opening of the school.

Provide a training program for the entire staff.

Make provision for insurance for the school and for special transportation.

Plan for the installation of the director and the staff.

Provide additional help for the caretaker.

During

The Church Council should visit the school while it is in ses-

sion. Its members should be present at the closing service. It should arrange for a grateful recognition of the efforts of the Vacation Church School director and staff.

After

The Church Council should evaluate and act upon the director's summary report. It should appoint the V. C. S. committee and director for the next year. It should work with the pastor, church staff and members on a follow-up program to:

—Win new families.

—Carry over V. C. S. techniques into the Sunday School and weekday school.

—Transfer V. C. S. to weekday school staff and Sunday School staff.

—Interest children and adults in other activities of the church.

For V. C. S. Responsibility Chart turn to page 8

"The Director carries out the plans of the Church Council"

V. C. S. Director--A Handsfull Job

A FORMER director of a Vacation Church School said:

"Yes, it really is a handsfull job. You can't be lazy. But what a thrill! And how rewarding!"

From the long months of planning to the concentrated two months training period to the trip-hammer execution of the sessions of the school, it is an experience incomparable. That is, if you love people and want them to grow in the grace received in baptism.

Upon the director falls the actual front-line administration of the Vacation Church School. Responsibilities for the director are so numerous they defy classification. But we point out a few and list them in the *before*, *during*, and *after* pattern.

Before

The director should meet with the Church Council and take a prominent part in all organization and planning. The director should help carry out plans for recruiting the staff, as well as carry out a teacher training program and a

planning program with the Vacation Church School administrative staff. (Details for these activities are found on pages 10, 13, and 15 of this issue.)

Another responsibility of the director is to order the materials authorized by the Church Council. These include curriculum materials as well as other supplies.

During

The director should not teach. He or she must be the chief administrator and as such do the following:

Move about the school.

Make frequent visits to the various departments and be a friend and counselor to all.

Co-ordinate the daily plans for the whole school.

Complete the plans made with department leaders for special events such as speakers, films, and the closing service. (See page ??)

Check daily with the secretary about new pupils and give information about new families to the church office.

After

From the reports given by the department leaders, secretary, publicity chairman and transportation chairman, the director should prepare a written report for the Church Council. (See the Director's Report Outline page 9)

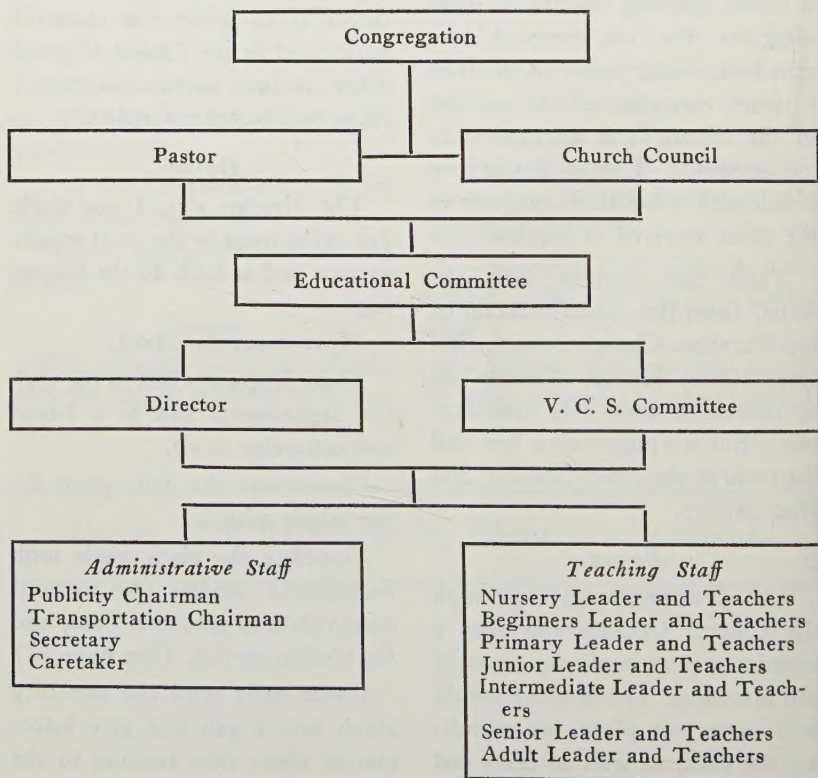
In addition the director should:

Make sure all bills are paid.

See that unused materials are returned or stored for future use.

Share with adults concerned insights regarding special needs of individual children.

VACATION CHURCH SCHOOL RESPONSIBILITY CHART



AN OUTLINE FOR THE DIRECTOR'S REPORT TO CHURCH COUNCIL

Name of V. C. S. Dates

Name of Director

- I. Report on the planning and preparation for the school.
 - A. Type of school planned.
 - B. Location of school—rooms, equipment, and play area for each department—room for all-department sessions.
 - C. Dates—Length of school—hours each day
 - D. Curriculum decided upon (list by departments)
 - E. Recruitment of staff
 1. Administration staff—personnel and outline of responsibilities.
 2. Teaching staff—List by departments and note responsibilities.
 - F. Training of the staff—How was it done?
 - G. Outline of plans involving all departments of the school.
 1. Special events—films, speakers, projects, closing service.
 2. Plan for each day with staggered play periods.
 - H. Plan for ordering of materials and supplies.
 - I. Plan for distribution and storage of materials and supplies.
 - J. Indicate changes made in the plans during the school. (Refer to reports of departmental leaders and administration staff.)
- II. Report the enrollment and attendance of the school (Summarize the reports of the Dept. leaders and the Secretary.)
 - A. Enrollment by department giving totals for each week and the whole school.
 - B. Attendance by department giving totals for each week and the whole school.
 - C. Perfect attendance by departments for both weeks and for the whole school.
- III. Department Programs and Activities
(Summarize the reports of the departmental leaders.)
- IV. Recommendations for next year's Vacation Church School.
(Recommendations of Dept. leaders, Administration staff, and director.)
 - A. Planning and Preparation
 - B. Administration
 - C. Staff recruitment and training
 - D. All-school plan for the school
 - E. Daily schedule for the school
- V. Recommendations for the follow-up in the Sunday School, Weekday School, and other departments and organizations of the church.

"The Church Council and the Director are responsible for recruiting the Vacation Church School staff."

There Are Teachers

THE OLD saying about no chain being stronger than its weakest link does not apply to the Vacation Church School teaching staff. A school can be strong despite one or two weak teachers. Nevertheless the strength of a Vacation Church School is dependent upon its teachers and other workers.

Not Impossible

And there *are* teachers! And other workers! They need only to be found. And enlisted. And developed. Teachers and workers are to be found right in your congregation. They are mothers. They are former public school teachers. They are older youth. They are men and women who will be in a position to get away from their work long enough to provide transportation or act as traffic policemen." There may be someone who will be vacationing the weeks of V. C. S. and would like to completely forget himself and his usual work by getting in over his head in a completely con-

suming program. There are persons who want to serve their Lord in this vital ministry.

So the Director and the church council are not faced with an impossible task. They will find many who will gladly serve if invited and helped. The Director who wishes to prepare himself thoroughly for the task will do well to read the 60-page bulletin "*. . . And Gladly Serve.*" published by the Division of Christian Education. (The price 25 cents. Write Division of Christian Education, 79 East Adams St., Chicago 4, Illinois.)

An outline of procedure such as the following may be of assistance to both council and Director. Notice the possibilities for extending the value of Vacation Church School leadership training into the other church school activities.

Before the VCS

1. If your congregation has taken a Christian service inventory within the last few years, consult this inventory. You may find many

persons who have expressed a desire to teach or to do other work in the Church school.

If no service inventory has been taken, you may wish to initiate one

for another year. A card with information similar to the list below may be secured at nominal cost from the Division of Christian Education office:

CHRISTIAN SERVICE INVENTORY

General Church Service

- _____ Officer
- _____ Usher
- _____ Group Work
 - _____ Boys
 - _____ Girls
 - _____ Youth
 - _____ Women
 - _____ Men
- _____ Leading Music
- _____ Instrumental Music
 - Instrument _____
- _____ Vocal Music
 - Voice _____
- _____ Evangelism
- _____ Finance
- _____ Inter-Church
 - Co-operation
- _____ Missions
- _____ Peace
- _____ Public Speaking
- _____ Social Action

Church School

- _____ Officer
- _____ Dept Supt.
 - Dept. _____
- _____ Teacher
 - Dept. _____
- _____ Nursery Roll
- _____ Home Dept.
- _____ Vacation Church
 - School
- _____ Weekday Church
 - School

- _____ Librarian
- _____ Pianist
- _____ Secretary
- _____ Work with
 - Families
- _____ Teacher Training

Special Interests and Services

- _____ Art Work
- _____ Audio-Visual
 - Education
- _____ Calling
- _____ Community Welfare
- _____ Cooking
- _____ Correspondence
- _____ Crafts
- _____ Folk Games
- _____ Industrial Relations
- _____ Intergroup Relations
- _____ Mimeographing
- _____ Nature
- _____ Nursing
- _____ Photography
- _____ Projectionist
- _____ Publicity
- _____ Radio
- _____ Recreation
- _____ Story Telling
- _____ Telephoning
- _____ Transportation
- _____ Typing
- _____ Waiting Tables
- _____ Worship

2. Pray God for guidance in your selection of teachers and other personnel.

3. Make a list of the most capable persons for teachers and administrative staff. Divide the list between the members of the church council or the educational committee. The council members should personally call on the prospective workers and invite them to join the staff. The prospective workers should be given complete information concerning the dates the school will be held, the hours, the specific duties for which they are being enlisted and should be informed that they will be educated for their service through a training program.

4. Send written calls to those persons who agree to teach or to carry on other work.

5. Educate the staff for service through training sessions. (See page 13 for details)

Hold an installation service for all personnel.

During the VCS

Vacation Church School is an excellent time to conduct a train-

ing class for future teachers for Sunday School, VCS, and other weekday schools. No activity of the congregation's educational program lends itself so well to the observation of the characteristics of children and adult pupils in work and play. If your congregation has a regular teachers training course, suggest to the instructor that he use the VCS as a laboratory.

The Augustana Board of Parish Education staff has prepared some suggestions entitled *Using the Vacation Church School in the Program for Training the Future Staff for the Church School*. You may have a copy by sending your request to 2445 Park Ave., Minneapolis 4, Minn. It will be sent without charge.

After the VCS

You have found persons interested in teaching. You have trained them. You have made it possible for them to get some experience through VCS. Now is the time to enlist them for the Sunday school, Weekday school and next year's VCS.

"The program for training the Vacation Church School staff should be carried out by the Church Council through the VCS Director."

Let There Be Light

A CHURCH Council did its best to enlist teachers for the Vacation Church School. It told the congregations about the needs of the children and the adults. It painted a thrilling picture about what could be done for them. It inspired the members. The result was an unprecedented enlistment of teachers and administrative workers.

There the story ends. For while there was much heat generated there was no light. In the final analysis it is *light* which is needed.

That is why training sessions for the staff is of first importance. There should be at least three sessions before the V. C. S. begins. There could well be daily sessions during the school. And there should be evaluation sessions after the V. C. S.

Before

Conduct these training sessions:

I. The Director and the leaders of each department should meet to a. establish the aims of the school and b. to decide the general

plan for the school, i.e. the daily schedule, the special events etc.

II. There should be a meeting of the entire staff. Here the Director should give the plan of the full program for the school. Following this presentation the staff should be divided into departments and each department leader should introduce to his or her teachers the material which the Church Council has approved for use. At these department gatherings the material should be distributed. While these department meetings are in progress the director should meet with the administrative staff to lay out procedures concerning secretarial work, registration, transportation, etc.

III. At this third session the staff should meet by departments to:

1. Plan the day to day program.
2. Make complete lesson plans for the units of work.
3. Determine supplies needed and report to director.
4. Agree on responsibilities within the department.

During

While Vacation Church School is in progress daily staff meetings should be held to:

- 1. Meditate and pray.
- 2. Evaluate the work.
- 3. Make necessary modifications in plans.

After

Shortly after the close of your Vacation Church School hold the following two sessions:

I. The staff should meet by department to:

- 1. Evaluate the curriculum.
- 2. Evaluate the program.
- 3. Sort, return and store materials left over.

II. The Director and the department and administrative leaders should meet to:

- 1. Evaluate the aims of the school.
- 2. Evaluate the plans of the school.

Each meeting, *before, during* and *after* should begin with devotions—Bible study when possible.

V. C. S. ADMINISTRATION REPORT TO DIRECTOR

Publicity Transportation and Safety

Name of Vacation Church SchoolDates
CommitteeChairman

1. Who were your helpers? In what capacity did they serve?
.....
.....
.....
.....

2. Outline plans used:
Before the School
During the School
After the School

3. Suggest plan for next year's school.

"The administrative staff helps the director to operate a smoothly running school."

Joined and Knit Together

THERE is great satisfaction in singing in a choir or playing in an orchestra. You do your small part. Alone the part seems insignificant. But joined and knit together with the other parts by the skillful direction of the conductor it becomes a thing of power and beauty. Your small part, mystically multiplied, has reached far beyond its own limitations.

There is something of that quality in a well run Vacation Church School. Everyone feels it—teachers, pastor, the publicity people, the secretary, the caretakers, and those handling the transportation. That is why it is important to start your "rehearsals" early. With that in mind we have made a few notes for the staff leaders: 1. Publicity Chairman, 2. Transportation Chairman, 3. Secretary, and 4. Caretaker.

I. PUBLICITY CHAIRMAN

Before VCS

Meet with the Director.

Prepare publicity posters.

Work with the secretary on the enrollment plan.

Make arrangements for publicity through press, radio, and television.

Publicize VCS at all church functions.

Plan a pre-enrollment party.

Plan a tea for the entire staff.

During VCS

Try to get continuous coverage from press, radio, and television by supplying them with news, human interest stories, and pictures.

Plan a radio or television program or interview.

Assist the pupils with a VCS daily newspaper. Each department might have one or more reporters.

Display pupil's work on the bulletin board in church narthex.

Make tape or wire recordings of sessions for VCS special event presentation.

After VCS

Publicize the closing program or service through press, radio and television.

Give Director written report of the publicity activities. Include in the report your evaluation and recommendations. See page 14.

Make a final report to the congregation concerning the enrollment, teaching and administrative staff, and activities of the school. Summarize the report for the church bulletin board and church paper.

II. TRANSPORTATION CHAIRMAN

Before VCS

Meet with the Director.

Study the transportation needs and plan methods of transportation—cars, busses etc.

Schedule routes.

Provide for policing of crossings and other safety measures.

During VCS

Supervise the transportation.

Supervise the safety measures.

After VCS

Turn over all transportation bills to the Director. Make written report to the Director. Include your evaluation and recommendations. See page 14.

III. SECRETARY

Before VCS

Meet with the Director.

Send letters and enrollment blanks to parents of all children on current Church school rolls.

Work with Publicity Chairman to contact children of non-members. See pages 8, 17, and 18.

Prepare attendance records.

Make list by departments of all pupils enrolled.

During VCS

Arrange for all new pupils to meet with you, enroll them, and assign them to the proper department. See page 17.

Keep all records.

Transfer information on enrollment blanks to permanent cards.

After VCS

Turn over complete records to the Director.

Turn over to the Church office the names of all pupils from non-church homes.

IV. CARETAKER

Before VCS

Meet with the Director to become informed about the desired physical arrangements for the VCS. Arrangements should be planned for the set-up indoors, outdoors and for the special events and meetings.

Meet with the department leaders to make specific plans for the department rooms.

During VCS

Carry out plans made with the Director and department leaders.

Be available during school hours.

Keep premises orderly.

Help make changes for Sunday and for other events. This is important since VCS works in the framework of a busy congregation program.

After VCS

Suggestions are hardly necessary at this point. The church needs to be *put back together* again and quickly.

VACATION CHURCH SCHOOL DAILY PLAN SUGGESTION

8:30 A.M. *Pre-session*

to

9:00 A.M. The pre-session period consists of thirty minutes devoted to the following:

Staff devotions.

The welcoming of pupils and visitors. (Provision should be made for playground supervision during the entire pre-session period.)

Activities in each department which contribute to the lessons of the day.

9:00 A.M. *Department Activities*

to

11:20 A.M. Consult your department curriculum material.

Following is a suggested play schedule:

Beginners	Primary	Junior	Intermediate
9:30	9:45	10:00	10:15
to	to	to	to
9:45	10:00	10:15	10:30

11:20 A.M. *Worship*

to

11:45 A.M. The worship may be by department or by the entire school.

11:45 A.M. *Supervised Dismissal*

NOTE: In large Vacation Church Schools the departments can be divided by grades or interests. Helps for small church schools are given on page 20.

VACATION CHURCH SCHOOL ORGANIZATION CHART

18

Department Placement

NURSERY Age 3 Pre-Public School	BEGINNERS Pre- Kindergarten Kindergarten	PRIMARY Grades 1, 2, 3	JUNIOR Grades 1, 2, 3	INTER- MEDIATE Grades 7, 8, 9	SENIOR High School	ADULTS
The child should be enrolled in the grade he has just completed in public school. Those children who have just completed public school kindergarten will be in the Beginner Department of the Vacation Church School.						

Recommendations for Rooms, Equipment and Play Area

	NURSERY	BEGINNERS	PRIMARY	JUNIOR	INTER- MEDIATE	SENIOR
Floor Space:	25-35 sq. ft. per child	20-30 sq. ft. per child	18 sq. ft. per child	18 sq. ft. per child	15 sq. ft. per pupil	15 sq. ft. per pupil
Equipment: Chairs (ht. of seat) Tables (ht.) Bulletin Board	8" 18" Baseboard to 3 1/2'	10" 20" to 4' high not used	14" 24" useable (4 1/2') 20" from baseboard	16" 26" 5' top 24" and up	18" 28" 5 1/2'-6' top 26" from base	18" 28" 5 1/2'-6' top 28" from base
Chalk Board	not used	not used				

Play Area: Ample space should be provided for safe play area with accessible toilet and drinking facilities.
 Storage Space: Each department should have storage facilities for teachers' and children's use.
 Wraps: Places should be provided in or near classroom for children's wraps. They should be a height suitable for children in the department. If hooks are used, there should be a shelf directly above them. This is a safety measure.

May 1953

21

A SAMPLE LETTER TO PARENT

..... to, 1953
(month) (dates)

9 to 1
(or 0

20

at

WE INVITE ALL CHILDREN (ages 4-15) TO C

..... LUTHERAN CHURCH

.....
(address)

.....,
(city) (state)

for
Daily Vacation Church School

A WONDERFUL OPPORTUNITY: The Closing Church School Service

For learning Bible stories

will be held on

for music and singing

for making things

..... at
(date) (time)

for Christian worship

for wholesome play.

Plan to be there, too.

ATTENTION PARENTS: Kindly fill out the enrollment blank below and send it with the child next Sunday or send it by mail to the church at (address of church). It will assist the staff in preparing for the best school possible.

(tear off here and send to the church)

Name of Child Birthday Grade just completed
(Month, day, year)

Address Phone

Father's Name His Church

Mother's Name Her Church

What Sunday School do you attend?

Names of brothers and sisters

Are you (the child) baptized?

Will you need transportation?

(Transportation will be provided where necessary.)

Vacation Church School

In the One-Room Church

SOME very effective Vacation Church Schools are being conducted in one-room churches. No congregations should be discouraged by lack of facilities. If your school is one which must be held in one room the suggested daily plan given below may be helpful.

I. YOUNGER CHILDREN (in back part of room)

8:30-9:00

Pre-Session Time

At this time staff devotions are held and pupils and visitors are welcomed.

Pupils are given opportunity to begin activities contributing to their work.

9:00-9:45

Bible Lesson Time

Activities related to the aim of the day—planning, Bible story, conversation and sharing, memory work, informal prayers at opportune time.

9:45-10:15

Playtime

Outdoors for play and lunch.

10:15-10:30

Appreciation time

This is the time for listening to records and stories, singing, and learning new songs.

10:30-11:20

Review Time

Review of Bible story and memory work, related activities, and preparation for all-school worship.

11:20-11:45

All School Worship

This should be led by an adult with opportunity given for individual and group participation.

11:45

Supervised Dismissal

II. OLDER CHILDREN (in front part of room)

8:30-9:00

Pre-Session Time

At this time staff devotions are held and pupils and visitors are welcomed. Pupils are given opportunity to begin activities contributing to their work.

9:00-10:15

Bible Lesson Time

Activities including guided planning for the day, Bible study, discussion and introduction of the

memory work, study or related hymns or humns, and informal departmental devotions. (Use the Bible study text, memory work, and related hymns and prayer.)

10:15-10:30

Playtime

Supervised recreation and recess.

10:30-11:20

Review Time

Continued departmental work, including preparation for all-school worship.

11:20-11:45

All School Worship

This should be led by an adult with opportunity given for individual and group participation.

11:45

Supervised Dismissal

All Day School

If school is held all day repeat the morning schedule in the afternoon. A song period may serve as a transition from the lunch period to the departmental work. Departmental devotions may be used in the afternoon, rather than another All School Worship.

Several Activities

The same curriculum material should be used by all children within a department. But, provisions must be made for several activities so as to meet the various age level needs, interests, and abilities of the children. For example, a four-year-old will be busy at one activity while an eight-year-old will be busy at another.

Things To Make

Things To Make is a handwork source book which contains a wealth of material adaptable to Vacation Church School. It is published by the Friendship Press, sells for \$2.50 cloth, \$1.50 paper, and may be ordered from your publication house.

A SAMPLE REQUISITION LIST

(To be completed by each department leader and given to the director following the third planning session)

Name of the V. C. S.Dates

DepartmentLeader

<i>Item</i>	<i>Amount</i>	<i>Item</i>	<i>Amount</i>
Crayons
Kindergarten	Newsprint (list sizes) ..	.....
Regular
Paint		
Tempera (list colors)	Oaktag (list sizes) .....	.....

	Writing, unlined .....	.....
	Writing, lined—1/4" ....	.....
Enamel (list colors)	Writing, lined—3/4" ....	.....

	Paper Clips .....	.....
	Paper Fasteners .....	.....
	Paste .....	.....
Paper		Pencils .....	.....
Construction (list colors)	Pins .....	.....
	Plasticine .....	.....
	Scissors .....	.....
	Tape	
	Masking .....	.....
Manila (list sizes)	Scotch .....	.....
	Thumb Tacks .....	.....

List any other teaching aids desired, e.g. reference books, projector, globe, maps, bulletin boards, playground equipment, indoor play equipment (nursery and beginners)

"O Come and Let Us Worship"

The UCS Daily Worship

IT IS helpful to the children when the worship is closely related to the lesson material. For those using the Augustana Vacation Church School Courses this correlation is made easy by following the worship suggestions given below:

When Course I is used in all departments Matthew 22:37-40 may be used as a unifying scripture reading on which the thought for the day might be based.

PRELUDE:

CALL TO WORSHIP:

"O Come and Let Us Worship," p. 13 Songs for Children

HYMN:

"Saviour, Teach Me Day by Day" No. 654 Large Hymnal

SCRIPTURE READING:

Matthew 22:37-40

"You shall love the Lord your God with all your heart, and with all your soul, and with all your mind. This is the first and great commandment. And a second is like it, You shall love your neighbor as yourself."

PRAYER:

LORD'S PRAYER

HYMN:

"Children of the Heavenly Father." No. 487 Large Hymnal

THE THOUGHT FOR THE DAY:

HYMN:

"Now Thank We All Our God." No. 299 Large Hymnal

BENEDICTION

THREE-FOLD AMEN

RECESSIONAL

When Course II is used in all departments John 1:12 may be used as a unifying scripture reading on which the thought for the day might be based.

PRELUDE:

CALL TO WORSHIP:

"O Come and Let Us Worship," p. 13 Songs for Children

HYMN:

"Come to the Saviour." No. 647 Large Hymnal

SCRIPTURE READING:

John 1:12

"But to all who received him, who believed in his name, he gave power to become children of God."

PRAYER

LORD'S PRAYER

HYMN:

"Tell Me the Stories of Jesus."

No. 9 Junior Hymnal

THE THOUGHT FOR THE DAY:

HYMN:

"Beautiful Saviour." No. 317

Large Hymnal

BENEDICTION

THREE-FOLD AMEN

RECESSIONAL

The above are *suggestions only*. In the Primary and Junior Departments there is also a Course III. A similar worship plan should be worked out when Course III is used in combination with Courses

I and II of the Beginner and Intermediate Departments.

Missionary Projects

The Women's Missionary Society suggests African missions as this year's emphasis.

Perhaps an offering for African missions could be motivated and received.

See missionary display for valuable materials.

Use of Filmstrips

The following filmstrips could be used by all departments:

"Be a Missionary"

"The Story of Our Bible"

"Christian Prayer"

All are available from the Audio-Visual Service, 2445 Park Ave., Mpls, 4, Minn.

Free Kits

The Christian Rural Overseas Program—CROP—is offering Vacation Church School directors a free kit of materials for supplementary use in V. C. S. Write CROP, Elkhart, Indiana.

The kit is designed to help children in V. C. S. to appreciate what churches are doing to serve around the world, and to become partners in world friendship as they share in helping other children through CROP.

DEPARTMENTAL LEADER'S REPORT
TO THE DIRECTOR

Name of the V. C. S.Dates
DepartmentLeader

- 1. What was the enrollment?
First Week..... Number enrolled for both weeks
Second Week..... Number enrolled in each grade or age level
Total enrollment.....
Recommendation (if any)
For next year's V. C. S.
For follow-up in S. S. and other departments of the church
.....
- 2. Who were the teachers and other helpers? In what capacity did each serve?
.....
.....
.....
Recommendations (if any)
For next year's V. C. S.
For follow-up in S. S. and other departments of the church
.....
- 3. What curriculum was used?Course
What supplementary materials were used?
.....
Recommendations (if any)
For next year's V. C. S. and other departments of the church
.....
- 4. What was the daily program of the department? Describe fully.
Recommendations (if any)
For next year's V. C. S. and other departments of the church
.....
- 5. What departmental projects were carried out? Describe fully.
What contributions were made to all-school projects?
Recommendations (if any)
For next year's V. C. S. and other departments of the church such as S. S.
- 6. What contribution did the department make to the closing service? Describe fully.
Recommendations (if any)
For next year's V. C. S. and other departments of the church such as S. S.
- 7. What materials were ordered? List with amounts.
What materials remain? List with amounts.
What new books were purchased? List them.

The Nursery Department

By RUTH M. SWANSON

Part III. (Continued from last month.)

IN CONTINUING our discussions of the Nursery Class we will again look at the situation with the Plum Grove church. Suddenly the three-year-olds were important members of the Sunday school—a separate class in a special room. *And now—let us look at the material prepared especially for them.*

Three courses designed for the nursery class are available from your publishing house.

The earliest course was prepared by Marion Poppen Athy and published in 1939. It is built around the thought of the child's relationship with Jesus Christ. The teacher's manual, *In The Nursery*, contains specific lesson plans for fifty-two lessons, plus some hand-work patterns and music. A few less than half of the lessons include Bible stories but every lesson emphasizes Christian living and the child's relationship to Jesus through application stories and Bible verses.

The pupils' material, *Little Visits with Jesus*, is a four page

leaflet with a colored picture, its accompanying story and a pertinent letter to parents.

The course prepared by Mabel B. Fenner was published in 1950.

Guiding the Nursery, the teacher's manual, has weekly session plans with attention being given to seasonal and holiday activities. Sections of resource materials have also been included. A few less than a third of the lessons have Bible stories included in the session's plan, but Christian living is approached through the use of Bible verses and their application in each lesson.

52 Picture Cards

Christians of Three at Worship and Play is a set of 52 picture cards, for the children and four quarterly leaflets for the parents. The Teacher's Picture Set consists of 12 teaching pictures which are enlargements of certain of the pictures on the pupil's cards.

This course carries as its central theme, *Jesus is the children's friend*, and encourages habits of Christian living.

The newest course, *Bible Story-time*, was published in 1951. It differs from either of the others mentioned in that it offers a Bible story for *each* session.

Parents Helps

The teacher's manual has excellent, detailed lesson plans with suggested activities for each session plus a section of special songs and handwork patterns.

The pupil's material consists of 52 Bible picture cards with the accompanying story and four special cards: a Welcome, Birthday, Christmas and Easter card.

Parents' Guides have been prepared "to provide helps for the continuation of these lessons throughout the week and the application of them to everyday living in the home."

Excellent supplementary material for this course are the 78 rpm. recordings of some of the stories and songs. It is recommended that these be used by parents *following* the initial presentation in class.

What Kind

The Plum Grove deacons met to call a teacher for their newest responsibility—the nursery class. *What kind of a person should they call?*

The nursery class is perhaps one of the most difficult as well as one of the most important areas of our Sunday school. Certain qualifications are recognized in every Sunday school teacher and not the least in the nursery teacher. First of all, she should earnestly desire to serve God, and with His help guide the little children in ways of Christian living. She should be young in spirit, willing and able to enter into activities with the children but mature enough to inspire the confidence of their parents.

The Individual

Next to a knowledge of her subject, a knowledge of the children in her class is of prime importance to the nursery class teacher. She should study and learn to know the individual children in order to help each one in the best possible way. Her understanding of teaching methods used with these youngsters combined with her common sense will help her to do an effective job. She should be alert to suggestions having possible use in her class and resourceful enough to adapt them to her situation. The nursery class teacher should be a growing person, willing to receive suggestions and new ideas, always anxious to improve her work. As-

sistants with these same general characteristics are a necessity. They will be assigned specific responsibilities and helped to develop the ability to take charge of the class.

The Plum Grove Beginners teachers will do more effective teaching without the threes. *Will the threes be taught differently and more effectively alone?*

First of all, it must be understood that play has a legitimate place in the church's nursery class. To the three-year-old it is not a diversion, it is his life. Many "teachable moments" will occur and much can be accomplished through play.

Simple, Melodic Songs

Music plays a large part in the lives of nursery age youngsters. Singing should be spontaneous on the part of both children and teachers. It may be motivated by conversation, a story or simply by singing with the assistants, but should never be forced. Only simple, melodic songs of four lines or less should be taught. Since children learn best by imitation, the teacher should sing the songs over and over slowly, clearly and distinctly.

Most three-year-olds enjoy

"story time" more than any other time during the class session.

Principles

There are some principles that must be remembered in connection with story telling in the nursery class. The children should be prepared for the story: comfortably seated and properly motivated for maximum attention. The story should have familiar elements, expressing what the youngsters know and think about real people and things. This will necessitate a careful choice of Bible stories and the building of a background before telling them. It must be brief—remember the short attention span of the youngster. It should be simple with short, direct sentences using specific language. Action words as "ran," "jumped" and "carried" will keep the story moving; sound words as "splash," "swish" and "pitter-patter" will add interest and phrases as "just like you," "like yours," etc., will make it personal. Because the three-year-olds are just growing toward large group activities, a story may be told to two or three who are ready and repeated several times with different small groups.

Refer to the articles on story telling in the February and March,

1952 CHURCH SCHOOL TEACHER
for suggestions in learning to *tell*
stories.

Pictures, next to the actual object, are the best teaching aids there are. The display of pictures has already been discussed, but a suggestion may be given concerning their use. If it is necessary to use more than one picture at a time, avoid showing them too rapidly, causing confusion in the child's thinking.

The Bible has a prominent place in the nursery class. It should be referred to often as the book from which the story comes. Only a few Bible stories should be used with nursery children because they do

not have sufficient background for interpretation. Although they will not learn many Bible verses verbatim, they will learn to live and practice them through their play so the words will have real meaning for them later on in their Christian growth.

The Worship

There is real worship evident in the nursery class and it may occur at any time during the session. The teacher should be prepared to use any moment when the children are ready and lead them in a short prayer, a conversation about God or the singing of a simple song of praise.

(Concluded next month)

Father, I scarcely dare to pray,
So clear I see, now it is done,
How I have wasted half my day,
And left my work but just begun.

—HELEN HUNT JACKSON

Being on Your Own

By W. G. MONTGOMERY

READERS of this will probably remember that I have written about various teaching methods in the past. And what I have to say here is not against anything previously said. Rather, it is about your method, any method, plus something else.

There are several good methods of teaching, all psychologically sound; but no iron clad rules to be used by all alike. A method is just a means to an end, or a framework to be filled in by the teacher. And the biggest part of any method is the teacher. It follows, then, I believe, that the method you can best use is the best method for you.

Be Yourself

Since good teaching always comes down to an individual matter, it is probably best for each teacher to work out his own personal method or manner of presenting the lesson, based of course, upon good principles of teaching.

That is, it is better to be yourself in teaching than to try to be somebody else. You and I, in order to do our best, will need to be individuals in our teaching as

in everything else. And this does not mean that we should be odd or go out of the way to be different; I merely mean that we will likely do much better by retaining our own personal approach to the lesson and the students. That is, by using your own method, any good method, plus *yourself*.

A Combination

Your own best teaching process may be a combination of several methods; or it may be one original with yourself. Whatever it is, it ought to be the best one for you. And after trying various plans of presenting the lesson, you should be able to discover the one best for you. Then, you can be on your own as a teacher, and being so, I am sure you will have better results than you would have by trying to imitate someone else, or trying to follow rigidly the hard and fast rules of any particular plan.

Your own personal touch will count more than any "cut and dried" method. And, please let me repeat: this is nothing against method. We all know that method is important, but being yourself is

more important. By being a person instead of a program, your plans for presenting the lesson may and doubtless will change from time to time as you teach different subjects.

Being on your own, you will find yourself originating little devices, discovering illustrations and devising unique plans to interest your class in the lesson. You will be reaching out and drawing upon the world around you in making Bible characters live again in the minds of your students.

The Plus

You will look into your own life and the lives about you for source material as a supplement to your Bible lessons, thus making them original and rich in human interest appeal. Being on your own will make you popular with your class, provided you keep away from extremes. But to become known as a freak or a fanatic, or a "one doctrine Tom" will hurt a teacher more than it helps.

It's the use of your personality plus the rules of teaching that will bring you popularity and appreciation. It is this something additional in your individuality that keeps a class wondering what will come next. This quality is not only in-

terest compelling, but is characteristic of all great teaching.

It is fatal for a class to know beforehand just what's coming next. You have known some teaching that was like playing a phonograph record. After hearing a record once, you know what it will be the next time played. So it may be with some teaching. There is so much sameness about it Sunday after Sunday that a class loses interest, and often as not, begins falling to pieces.

As Modern As Breakfast

A great teacher once said, "Come to my class and I will wind you up so you will never run down." This teacher so inspired his students that they never got tired of living and learning and achieving. While this teacher observed methods, he presented lessons in a personal, unique way, on his own, as an individual, and not as an imitator. The biggest element in his teaching was *himself*.

Such a teacher will use experiences happening today to revive interest in Bible truths which came out two thousand years ago. He makes ancient good as modern as your morning meal; and modern sin as awful as any that called down the curses of the prophets.

He presents spiritual realities through a flesh and blood medium just as his Master did.

There is something about being on your own that becomes dynamic. Information becomes inspiration. It takes facts and turns them into divine flames that burn out old sins and bring new hope and joy into human lives.

Fountains and Magnets

By being on your own you may combine various methods, or make your own through which your personality can flow into others, thus stamping your own spiritual individuality upon all you do. You become a reservoir of power and strength to your students; or to change the figure, a fountain from which they can constantly drink. They see something in you they cannot find in books, and feel the power that you possess. And so, with your method, plus yourself, your teaching becomes a living something.

Such teaching is like a magnet that draws to itself and to the Master, all that it touches. And the greatness of such an influence

cannot be measured by standards or rules. Meeting a teacher like this, some of us might feel discouraged and wish to quit. Yet almost any teacher of average ability can become like this to a greater or less degree.

At least, all of us can have that high aim, and if we do not always hit the mark, we can come closer to it than if we didn't aim at all.

We will probably come nearer approaching this high ideal by realizing that whatever methods we use, in the final test, we must be on our own. And so, after finding out what teaching process is best for us, we will then seek to add our own individuality to what we already know, plus all the commonsense we can command. And, with this attitude no one need fail.

I'm sure, too, that your success and mine will depend largely upon the amount of ourselves that we put into it. In other words, the best teaching will always come by the use of some good method, with something else added to it, and that something is *yourself*.